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ABSTRACT

A study was undertaken to determine what type of curriculum leadership roles school librarians were exerting in the nation's nineteenth largest school district, the Clark County Public Schools of Nevada. A 15-item questionnaire was mailed to 75 Clark County School District librarians; responses were received from 59 libraries (79%). Following a review of related readings on the subject of the school librarian as a school curriculum leader, analyses of the responses to each of the 15 questions included in the questionnaire are presented. Based on the analysis of the survey results and on the relationship of these analyses to the related readings and research cited, nine major conclusions are presented. They include: (1) school librarians do not see themselves as curriculum leaders; (2) school librarians are the media specialists of their schools; (3) school librarians are support, auxiliary personnel for classroom content area teachers; (4) school librarians are directly involved with reading programs at all grade levels; and (5) perceptions of the roles of school librarians are affected by the tone set by school principals for their respective schools. A series of tables divided by grade levels indicates the librarians' responses to the questionnaire. A 36-item bibliography is included. (THC)

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PERCEPTIONS OF SCHOOL LIBRARIANS AS CURRICULUM LEADERS

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FOREWARD

In examining libraries and the roles of librarians in the nation's nineteenth largest school district, the writers wanted to find out just what sort of curriculum leadership roles school librarians had in this district. Just how effective were these librarians in curriculum leadership in the Clark County Public Schools of Nevada? From such a study, the writers hoped to contribute to the delineation and definition of such a role for these librarians.

The study was done in the spring of 1986 and from this the writers felt that they did have the answers to which they set out to find. It is now their hope that this study will lead to further needed research and study of this particular topic of importance to both school librarians and school administrators.

I. RELATED READINGS ON THE SUBJECT OF THE SCHOOL LIBRARIAN AS A SCHOOL CURRICULUM LEADER.

Is the school librarian really a curriculum leader in his/her school? The writers delved into all related articles they could find on this question, before developing their own survey and study on this topic. Research on this particular subject was limited, and it is sincerely hoped that the survey done in this paper will lead to further studies in this area. Questions asked by the writers on their own survey largely resulted from the readings noted in this paper.

Professor Margaret Hayes Grazier of Wayne State University in Detroit, Michigan had done the most thorough study of the subject, to date. She noted that research literature on the subject was very thin but did relate librarians' involvement in curriculum to their qualifications and to the perceptions of administrators and teachers about their role. She saw the role of the media professional in education as changing from that of a keeper and dispenser of teaching aids to that of an analyst and designer of instructional systems who must be centrally involved in the planning of learning environments, and in providing for related support functions and evaluative procedures. The 1969 joint standards of the American Association of School Librarians (AASL) and the Department of Audiovisual Instruction (DAVI) of the National Education Association recognized new emphases on individualization, inquiry and independent learning, and described the media center and staff as supporting, complementing and expanding the work of the classroom. In thirty years, she noted, the educational profession had enlarged the responsibilities of school librarians from those of service personnel supporting the work of teachers to those of curriculum developers. It was noteworthy to Dr. Grazier that the major role changes came from the jointly prepared standards and paralleled the shift of the profession of educational technology from a narrow concept of audiovisual instruction to a broad framework with subprofessions of instructional program development, media product design and media management. She went on to note that reports done throughout the 1970's showed that librarians believed that they were ill-equipped to bear the responsibilities of newer media and curriculum development. Librarians reported needing more preparation in

instructional design and development, and in the handling and utilization of nonprint material. Her studies continued to show that qualifications of the media specialist, such as experience, media course preparation, degrees and participation in curriculum development, were unreliable indicators of the tasks assigned to them. During the 1970's, teachers, principals and media personnel had opted for media services in open-space schools. Grazier's single generalization drawn from role perception studies of librarians in schools was that faculty, administrators and media staff disagreed on the work that media specialists were doing and that they might do in the future. She did conclude that optimists would argue that creative library media specialists mesh programs with instruction, and that the extended yet flexible role within the school now encourages the talented librarian and discourgaes the meek one.[1]

In 1971, Larsen, in a study of Utah secondary school media professionals had concluded that the principal and media specialist often disagreed on the appropriate role for the media specialist.[2] Bucher's 1976 survey perceived the librarian as working on the fringes of curriculum now and in the future.[3] Pfister and Alexander in 1976 had found the exact same results in Texas surveys that Bucher had found to exist in Alabama.[4] Shoemaker, in 1978, had surveyed journal articles from 1970 to 1978 and found that there was great insularity of the school media field in educational literature.[5] In 1974, Daniel had hypothesized that library media specialists in schools where the library is highly integrated would exhibit significantly different communication patterns and personality characteristics than would their counterparts in schools where the library was isolated from the central functioning of the school. She concluded that the roles of the library and the librarian were marginal in the schools she studied in Maryland and the potential of both was undeveloped.[6]

The 1974 Texas studies of Madaus, concentrating on materials circulating from secondary school libraries showed that the best predictors of high material circulation were a high extroversion score on personality inventories by librarians and a high degree of involvement in curriculum on the part of the librarian.[7]

In the state of Washington, in 1978, Kerr conducted studies on the work of the "new" media specialists. He found that

administrators, teachers and media specialists all agreed that " information services " were the most essential part of the media specialist's role and that technical services (e.g., setting up equipment and producing materials) were the least important. He noted that teachers and administrators at the elementary level, and administrators-at the high school level, were more interested in having the media specialist engage in instructional development than were the media specialists themselves.[8] Aaron, in 1973, had developed and tested a model which assigned the library media specialist an active instructional role on the school's teaching team. She warned, however, that media specialists had to accept their enlarged roles or lose them to others less qualified.[9]

Donald Hamilton noted in his British Columbia studies that the principal is not directly served by the librarian except in a collegial relationship and that the principal is served by the librarian when the student is served. Often, he noted, the librarian may be connected through a staff line to a district librarian at the school board office. He felt that Canadian principals had to change their views of looking down upon librarians and had to see them as educational experts in the school. He even concluded, " the principal must recognize the loneliness of the school librarian- a loneliness that the principal may well share. " [10]

Karen Harris, Mary Banbury and Freddie Litton, professors in the Special Education Department of Louisiana State University at New Orleans, saw the library media specialist as a mainstreaming facilitator to help handicapped children in the public schools. By using the correct resource books and materials with the school faculty, the media specialist could greatly help handicapped children to become accepted in the school setting.[11]

Auburn University professors Kathryn S. Mohajerin and Earl P. Smith felt that the school media center should become the focal point of any school program and one where the student could spend a large proportion of the school day. To them, the emerging role of the media specialist in the school program had many facets of activity: planning curriculum with teachers; providing information and service in the selection, acquisition, and organization of materials; planning and conducting the library/media skills program; designing and producing materials; and planning physical

facilities. They felt that one should assume that the ideal role recommended for today's school media specialist should be a complex, multidimensional one which is a far cry from the traditional passive image of the library clerk. Their research in Alabama schools on the perceived role of the media specialist revealed the usual pattern of slow attitude change by all types of educators, including media specialists themselves. Their findings from a ten-district consortium in the eastern part of their state clearly demonstrated that the perceptions of role of the library media specialist by media educators in the state were most divergent from those perceptions of other educators. [12]

Betty Martin, a library media consultant, draws on the 1975 Certification Model for Professional School Media which was developed by the American Association of School Librarians (AASL). It contains the statement, " the candidate will demonstrate the ability to practice effective interpersonal relationships within the educational community. " She enumerates from this the four areas of interpersonal skills that the library media specialist should practice: 1. knowing and trusting each other; 2. accurately and unambiguously understanding each other; 3. influencing and helping each other; and 4. constructing resolvement of problems and conflicts. These, she felt, should be practiced with fellow staff members.[13]

Penelope S. Jeffrey, an English teacher, saw the library media specialist as the salvation for high school English students to find literature that is current and applicable to youth of the 1980's. She felt that high school reading lists hadn't changed in many decades and that well-versed library-media specialists could help teachers rectify such a"deplorable" situation.[14] In the same vein, Reference Librarian Pia Tollo Brown of Oregon State University saw the librarian with a strong geography background being a tremendous help to scholarly research in general. She felt that there was a natural affinity between geography and library science. Both, she felt, had a broad scholarly outlook, as well as an interest in the scientific approach to knowledge, involving cataloging, classification of knowledge, the use of statistics, and systematic research procedures. Likewise, she felt, both fields have suffered from popular misconceptions of what their field did. Just as geographers struggle to find a way to gain access to the information, librarians struggle to find a way to supply the information, she felt.[15]

Sellen and Pirouch studied use of college libraries and found that in terms of content studies, students used these libraries in the following priority order: 1. social and behavioral sciences, 2. natural sciences, and 3. humanities.[16]

Turner and Naumer of the University of Alabama proposed the inclusion of collection development and the informal giving of advice as part of the K-12 instructional design consultation role. To them, the school library media specialist (SLMS) had to be the heart of this entire process and would be the key to K-12 curriculum success at the school building level.[17] Nel Ward made a strong appeal to librarians to better get to know English teachers in the school,[18] and Philip Baker of the Stamford, Connecticut Public Schools felt that together the reading teacher and the library-media specialist should discuss book selection, plan joint programs to promote interest in reading, involve parents in reading with children at home, and convince administrators to place special emphasis on reading within the school. Too often, he felt, arguments over the importance of the reading program versus the library program only heightened tension between the reading teacher and the library-media specialist. This was most unfortunate, he observed.[19] Lee-Ruth C. Wilkens of the faculty of the University of Houston at Clear Lake City believed that librarians could be faulted for neglecting to promote themselves as the natural reading teachers that they are. She saw a new emphasis as being in order- to let everyone within the school and community know that librarians are the best, the most successful, and the most economical reading teachers that any school could ask for. In the role of reading reachers, though, she felt that librarians needed to carefully examine reading scores in order to be very aware of the reading strengths as well as reading weaknesses of students who are being served by the school media center. She even quoted the ALA's "Media Programs: District and School for stating, " the head of a school media program has a role equal to the assistant principal or building curriculum supervisor and is a participating member of the committees and councils that determine the policies of the school." [20] David Carlson and Ruth H. Miller of the University of Rhode Island felt that bibliographic instruction at any level of education could be successful only if librarians and teaching faculty were partners in this process and if both consistency and transferrence

were the natural outcomes of such a relationship. [21]

Studies by Marianne and Robert Braadbent showed that in Australia, school librarians were definitely not involved in the curriculum-making decisions and were hardly curriculum leaders in their schools. Three main reasons were given as to why this had occurred: first, confusion existed among school librarians as to their entry point in the curriculum development process; second, school librarians were not sufficiently adventurous in their information organization, retrieval and dissemination; and third, there had sometimes been a mismatch between resources and services promoted and the learning environment in the school. Suggestions for changing this were that school librarians needed to develop a better understanding of the various stages of curriculum development and the ways in which they could contribute. Also, school librarians needed to become more user-oriented in methods of organization, retrieval and dissemination of information. Finally, they needed to examine assumptions about the nature and process of learning which affect their own school practices to ensure that the resource services they sought to develop were appropriate for their own school environment. [22]

From this assimilation of related readings, the writers developed the attached survey questionnaire which follows, and determined exactly what they wanted to know regarding perceptions of the school librarian as a curriculum leader. Their results from such a survey interestingly relate well to many of the readings cited on this particular educational topic.

II. RESULTS OF THE QUESTIONNAIRE SENT TO SEVENTY-FIVE CLARK COUNTY SCHOOL DISTRICT LIBRARIANS.

During the week of March 31-April 4, 1986, the writers mailed a fifteen-item questionnaire (contained in Tables A-E of this paper) to 75 Clark County School District librarians. Questionnaires were mailed to one-half of all the elementary (grades K-5) school librarians (32 of 64) and to all of the sixth-grade center librarians (6), junior high school librarians (22) and senior high school librarians (15). The list used for mailing purposes was an updated one that was supplied by Jean Spiller, K-12 Library Consultant for the Clark County School District.

There were 59 total responses (79% response rate) to the 75 questionnaires mailed. Of these, 22 (69% response rate) were from elementary school librarians, 5 (83% response rate) were from sixth-grade center librarians, 19 (86% response rate) were from junior high school librarians, and 13 (87% response rate) were from senior high school librarians.

From those who noted their years of librarianship experience, responses revealed that most were " seasoned veterans." Averages of library experience reflected: 10 years of average experience for elementary librarians (18 respondents), 9 years of average experience for sixth-grade center librarians (3 respondents), 11 years of average experience for junior high school librarians (16 respondents), and 14 years of average experience for senior high school librarians (12 respondents).

An analysis to responses to each question asked is as follows:

Question 1- I see myself as a curriculum leader in my school.

There were some differences of perceptions of librarians as curriculum leaders in their respective schools. Some 59 per cent did see themselves as building curriculum leaders, but there are obviously variations of this from school to school. Even by grade levels, no clear pattern seems to emerge from this set of responses. The authors' conclusion to this question is that schools' and librarians' perceptions of their roles of building curriculum leadership will vary (perhaps, even from time to time, and from situation to situation).

Question 2- My building principal sees me as a curriculum leader in my school.

Here, no clear pattern of responses appears. Almost as many librarians felt that the principal did not see them as building curriculum leaders as did those librarians who felt the opposite. Perhaps, individual principals and librarians determine the answer to this question? Obviously, changing situations, personalities and circumstances cause the answer to this question to be a variable one within the Clark County School District.

Question 3- The teaching staff in my school sees me as a curriculum leader in my school.

Slightly more librarians saw the response to this question being in the affirmative than being in the negative. Elementary school librarians were slightly more positive in this response than were their secondary counterparts. Again, no clear pattern of response emerges with this question. Wide variation seems to exist from school to school as to the librarian's role with curriculum leadership.

Question 4- I am seen by fellow professionals in my school as the media specialist of the school.

The answer to this question is overwhelmingly affirmative. Responses were 99 per cent affirmative to librarians' being the media specialists of their respective schools. In the Clark County School District, this is included in their job descriptions and job titles. This is also the case with their certification titles from the State of Nevada Department of Public Instruction.

Question 5- Teaching library skills is viewed as a high priority of curriculum in my school.

While there was some disagreement as to this priority in individual schools, three-quarters of the respondents did feel that teaching of library skills was a high building curriculum priority. It was an especially high priority item in elementary schools and was less of a priority in the senior high schools. Even at the senior high level, one-half of the respondents considered it high on the priority list.

Question 6- My role is seen in my school as integral to the total effectiveness of the reading program.

In this instance, three-quarters of the librarians felt

that their role was essential to the effectiveness of the total reading program of their school. As many of those who didn't agree with this statement were undecided about it as were not in agreement with it. Elementary and junior high school librarians felt more strongly about their roles with reading programs than did senior high librarians. In the Clark County School District, heavy emphasis is placed upon reading skills in elementary and junior high levels and less emphasis is placed in this direction in the senior high schools.

Question 7- I serve on at least one curriculum committee .

At this time, many Clark County School District librarians are not serving on school curriculum committees. Only 37 per cent served on building curriculum committees, while 63 per cent did not. Most who did serve on such committees were at the elementary school level. None of the sixth-grade center librarians served on them and almost no senior high librarians served on them.

Question 8- I chair at least one school curriculum committee.

Obviously, schools in the district are not expecting librarians to chair curriculum committees in their respective schools. Only a mere 13 per cent of them responded that they did chair school curriculum committees and nearly all of these were at the elementary school level. Such responses challenge the librarian's role as a curriculum leader at the building level.

Question 9- I am used to reinforcing curriculum leadership in certain content areas.

Clark County School District librarians do see themselves as reinforcing curriculum leadership in those areas of content that call for heavy amounts of reading on the parts of students. Social studies, language arts and science comprised 57 per cent of content that librarians saw themselves as most highly reinforcing. All three of those content areas are ones that entail much reading for respective courses. While secondary school librarians often noted in their responses that departments left them out of curriculum planning, these very librarians did see themselves in strong, supporting and auxilliary roles for such curriculum, especially in those content areas noted. Interestingly, librarians saw themselves as helping academically talented students in this capacity. Librarians did see themselves lending little support to mathematics programs.

Question 10- My role is viewed as primarily a clerical one by the school staff.

Librarians in the Clark County School District of Nevada definitely are perceived as being professionals, by virtue of their training, certification standards and job descriptions. Eighty-two per cent disagreed with being perceived by staff members as clerks. The writers have frequently heard that most librarians in the schools of Washoe County, Nevada are regarded as clerical in nature. They have also heard this of school librarians in certain rural Nevada school districts. While a few respondents in this survey felt this to be the case in Clark County Schools, such does not seem to be the case. In response to question 15, librarians further reiterate their regard for their professional roles in this district. A few senior high school librarians may have been somewhat disenchanted with their present roles when they responded affirmatively to this question.

Question 11- The school principal sets the tone as to how professional my role in the school is seen, in terms of my curriculum leadership function.

Almost three-quarters of the respondents indicated that they definitely felt the building principal set the tone for their respective curriculum leadership in their schools. A few senior high librarians strongly disagreed with this statement. Elementary librarians most strongly agreed with this statement. Implications are strong for the role of the building principal as the curriculum leader of the school.

Question 12- The Central Office of the School District regards me as an instructional leader in my school.

Answers to this question truly run the proportionate gamut. No clear pattern of responses emerge. This may well be due to school librarians' not really knowing what is expected of their curriculum roles by the Central Office of the Clark County School District. The writers personally felt that most school librarians may well be isolated from the Central School Office and that contact on this particular role expectation may be lacking in terms of open communication. Responses to this question were most interesting, to say the least.

Question 13- Parents at my school view me as a curriculum leader in the school.

To this question, librarians responded with more undecided answers than to any other question asked of them. More seemed to feel that the parents in their school did regard them as curriculum leaders in these respective buildings. Elementary school librarians were most assured of this response than were those at the higher grade levels. Perhaps, this is the case because elementary school personnel generally have more contacts with parents of their students than do those at secondary levels? Results of this response might infer that schools vary widely on this expectancy level from parents, but that elementary school parents do find more inquiry time of their schools than do parents of older-age students.

Question 14- Cultivating staff friendships and support is critical to success on my job.

Librarians strongly feel the need to cultivate staff friendships in order to be successful on their jobs. Nearly all of them (97%) responded that this was critical to their success. Certainly, librarians cannot operate in a vacuum in their schools. It is obvious to them that they are very isolated in their jobs and must reemphasize their needs to staff members, so that they may "survive" and not have their jobs removed from the schools. Certainly, they acknowledge their "vulnerability" from such job isolation.

Question 15- My daily routine functions are rank-ordered as follows, in terms of time spent by me.

Elementary school librarians were by far the most uniform and consistent in ranking their daily, routine functions. Senior high school librarians, on the other hand, were not in much agreement in ranking their routine functions. Certainly, there seemed to be much more individualization of choice of daily prioritization of functions at the senior high level than at the elementary school level for librarians. Nonetheless, a pattern of prioritization of responsibilities in daily work did emerge. Teaching library skills did seem to be classified as highest prioritization among librarians for spending daily time at school. Serving as library media specialist for the school was second, and cataloging and classifying library materials took third place. Then, the order of daily,routine time was spent as follows: 4. supervising, 5. ordering and purchasing, 6. consulting and advising, 7. clerical and administrative, 8. computer. Less agreement was made on the

latter functions than on the earlier-noted ones. Thus, teaching library skills, serving as media specialist for the school, and cataloging and classifying library materials ranked high on nearly every librarian's list of daily responsibilities at school.

III. CONCLUSIONS OF THE STUDY.

Based on the analysis of the results of the questionnaires returned and on the relationship of such analyses with the related readings and research cited in this paper, conclusions for Clark County School District librarians are as follows:

1. School librarians basically don't see themselves as curriculum leaders in their schools. Most don't serve on curriculum committees in their schools and few of them chair curriculum committees in their schools. They are only on the peripheries of involvement with curriculum development in the schools.
2. School librarians are the media specialists of their schools. This is probably the main forte of their work with staff members. In this school district, school librarians are regarded as highly skilled, professional specialists.
3. School librarians are support, auxilliary personnel for classroom content area teachers. They are especially regarded as support personnel in those content areas which call for large amounts of reading by students- notably social studies, language arts and natural science.
4. School librarians are directly involved with reading programs at all grade levels. In such capacity, they work with reading teachers and reading specialists- not at odds with the latter.
5. School librarians don't work in a vacuum. While they are the only specialists of their kind in their respective schools, they need the support of other staff members. Cultivating staff friendships and support is critical to success and even "survival" on their jobs.
6. School librarians must teach highly regarded library skills. This is regarded as the number one priority of their function in the school. Such need for their services is followed by: serving as media specialist for the school, cataloging and classifying library materials, supervising students, ordering and purchasing, consulting and advising, clerical, administrative, and computer functions.
7. School librarians are not quite certain how they are perceived by central office administrative leadership. Their contacts with such administrative leadership are often lacking and communication in this direction could be improved.
8. Perceptions of the roles of school librarians are affected by the tone set by school principals for their respective schools. The principal is frequently the key as to how the librarian is viewed by other staff members in the school.
9. Each school is unique as to how the librarian in that school is utilized and perceived by others.

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TABLE A

TOTAL (OVERALL) SCHOOL LIBRARIANS' RESPONSES TO QUESTIONNAIRE

59 RESPONSES (79% Response Rate)

1. I see myself as a curriculum leader in my school.
   SA-9 A-25 U-5 D-15 SD-4
2. My building principal sees me as a curriculum leader in my school.
   SA-7 A-21 U-9 D-17 SD-5
3. The teaching staff in my school sees me as a curriculum leader in my school.
   SA-4 A-18 U-14 D-19 SD-3
4. I am seen by fellow professionals in my school as the media specialist of the school.
   SA-34 A-23 U-1 D-0 SD-0
5. Teaching library skills is viewed as a high priority of curriculum in my school.
   SA-22 A-24 U-2 D-10 SD-3
6. My role is seen in my school as integral to the effectiveness of the total reading program.
   SA-17 A-24 U-7 D-5 SD-2
7. I serve on at least one curriculum committee. Yes-22 No-37
8. I chair at least one curriculum committee. Yes-7 No-49
9. I am used to reinforcing curriculum leadership in the following content areas:
   Social studies-43 Language arts-40 Science-31 Acad.tal.-23
   Art-14 Music-11 Health-10 Reading-6 P.E.-6 For.Lang.-6
   Computers-4 Math.-3 Home ec.-1 Bus. ed.-1 Cons.ed.-1
   RIP-1
10. My role is viewed primarily as a clerical one by the school staff.
    SA-2 A-5 U-4 D-24 SD-24
11. The school principal sets the tone as to how professional my role in the school is seen, in terms of my curriculum leadership function.
    SA-12 A-30 U-8 D-4 SD-4
12. The Central Office of the School District regards me as an instructional leader in my school.
    SA-2 A-16 U-17 D-18 SD-5
13. Parents at my school view me as a curriculum leader in the school.
    SA-5 A-16 U-25 D-10 SD-4
14. Cultivating staff friendships and support is critical to success on my job.
    SA-39 A-20 U-1 D-1 SD-0
15. My daily routine functions are rank-ordered as follows, in terms of time spent by me:
    1. Teaching library skills.
    2. Serving as media specialist.
    3. Cataloging and classifying library materials.
    4. Supervising.
    5. Ordering and purchasing.
    6. Consulting and advising.
    7. Administrative- clerical functions(tie)
    8. Computer functions.

SA-strongly agree; A-agree; U-undecided; D-disagree; SD-strongly disagree

TABLE B

ELEMENTARY SCHOOL LIBRARIANS' RESPONSES TO QUESTIONNAIRE

22 RESPONSES (69% Response Rate)

1. I see myself as a curriculum leader in my school.
   SA-6 A-10 U-2 D-4 SD-0
2. My building principal sees me as a curriculum leader in my school.
   SA-5 A-8 U-4 D-4 SD-1
3. The teaching staff in my school sees me as a curriculum leader in my school.
   SA-1 A-10 U-5 D-5 SD-0
4. I am seen by fellow professionals in my school as the media specialist of the school.
   SA-13 A-8 U-1 D-0 SD-0
5. Teaching library skills is viewed as a high priority of curriculum in my school.
   SA-11 A-8 U-1 D-2 SD-1
6. My role is seen in my school as integral to the effectiveness of the total reading program.
   SA-8 A-11 U-1 D-1 SD-0
7. I serve on at least one curriculum committee. Yes-13 No-10
8. I chair at least one curriculum committee. Yes-5 No-16
9. I am used to reinforcing curriculum leadership in the following content areas:
   Social studies-17 Language arts-16 Science-13 Acad.talented-11
   Health-6 Computer sci.-2 Math.-2 RIP-1 Art-1 Music-1
   Business educ.-1
10. My role is viewed primarily as a clerical one by the school staff.
    SA-0 A-2 U-0 D-12 SD-10
11. The school principal sets the tone as to how professional my role in the school is seen, in terms of my curriculum leadership function.
    SA-8 A-9 U-2 D-2 SD-0
12. The Central Office of the School District regards me as an instructional leader in my school.
    SA-1 A-6 U-11 D-3 SD-1
13. Parents at my school view me as a curriculum leader in the school.
    SA-3 A-8 U-12 D-1 SD-0
14. Cultivating staff friendships and support is critical to success on my job.
    SA-14 A-7 U-1 D-1 SD-0
15. My daily routine functions are rank-ordered as follows, in terms of time spent by me;
    1. Teaching library skills.
    2. Serving as media specialist.
    3. Ordering and purchasing.
    4. Cataloging and classifying materials.
    5. Consulting and advising.
    6. Clerical functions.
    7. Supervising.
    8. Administrative.

SA-strongly agree; A-agree; U-undecided; D-disagree; SD-strongly disagree

TABLE C

SIXTH GRADE CENTER LIBRARIANS' RESPONSES TO QUESTIONNAIRE

5 RESPONSES (83% Response Rate)

1. I see myself as a curriculum leader in my school.
   SA-0 A-1 U-0 D-2 SD-2
2. My building principal sees me as a curriculum leader in my school.
   SA-0 A-1 U-0 D-4 SD-Q
3. The teaching staff in my school sees me as a curriculum leader in my school.
   SA-0 A-0 U-0 D-4 SD-1
4. I am seen by fellow professionals in my school as the media specialist of the school.
   SA-3 A-1 U-0 D-0 SD-0
5. Teaching library skills is viewed as a high priority of curriculum in my school.
   SA-3 A-1 U-0 D-1 SD-0
6. My role is seen in my school as integral to the effectiveness of the total reading program.
   SA-0 A-2 U-2 D-1 SD-0
7. I serve on at least one curriculum committee. Yes-0 No-5
8. I chair at least one curriculum committee. Yes-0 No-5
9. I am used to reinforcing curriculum leadership in the following content areas:
   Social studies-3 Language arts-3 Music-3 Science-3
   P.E.-2 Acad.tal.-2 Math.-1 Health-1 Art-1
10. My role is viewed primarily as a clerical one by the school staff.
    SA-0 A-1 U-1 D-1 SD-2
11. The school principal sets the tone as to how professional my role in the school is seen, in terms of my curriculum leadership function.
    SA-1 A-3 U-1 D-0 SD-0
12. The Central Office of the School District regards me as the instructional leader in my school.
    SA-0 A-2 U-1 D-2 SD-0
13. Parents at my school view me as the curriculum leader in the school.
    SA-0 A-2 U-1 D-1 SD-1
14. Cultivating staff friendships and support is critical to success on my job.
    SA-1 A-4 U-0 D-0 SD-0
15. My daily routine functions are rank-ordered as follows, in terms of time spent by me:
    1. Teaching library skills.
    2. Serving as media specialist.
    3. Cataloging and classifying materials.
    4. Clerical functions.
    5. Ordering and purchasing.
    6. Administrative.
    7. Consulting and advising.
    8. Supervising.
    9. Computer functions.

SA-strongly agree;A-agree;U-undecided;D-disagree;SD-strongly disagree

TABLE D

JUNIOR HIGH SCHOOL LIBRARIANS' RESPONSES TO QUESTIONNAIRE

19 RESPONSES (86% Response Rate)

1. I see myself as a curriculum leader in my school.
   SA-1 A-10 U-3 D-5 SD-0
2. My building principal sees me as a curriculum leader in my school.
   SA-0 A-9 U-2 D-7 SD-1
3. The teaching staff in my school sees me as a curriculum leader in my school.
   SA-1 A-6 U-5 D-7 SD-0
4. I am seen by fellow professionals in my school as the media specialist of the school.
   SA-12 A-7 U-0 D-0 SD-0
5. Teaching library skills is viewed as a high priority of curriculum in my school.
   SA-7 A-10 U-1 D-3 SD-0
6. My role is seen in my school as integral to the effectiveness of the total reading program.
   SA-7 A-9 U-0 D-0 SD-0
7. I serve on at least one curriculum committee. Yes-7 No-12
8. I chair at least one curriculum committee. Yes-2 No-17
9. I am used to reinforcing curriculum leadership in the following content areas:
   Social studies-15 Language arts-12 Science-8 Acad.tal.-8
   Art-7 Foreign lang.-7 Reading-6 Music-4 PE-2
   Cons.econ.-1 Computers-1 Home econ.-1
10. My role is viewed primarily as a clerical one by the school staff.
    SA-0 A-2 U-1 D-8 SD-7
11. The school principal sets the tone as to how professional my role in the school is seen, in terms of my curriculum leadership function.
    SA-2 A-14 U-2 D-1 SD-1
12. The Central Office of the School District regards me as an instructional leader in my school.
    SA-0 A-5 U-3 D-9 SD-2
13. Parents at my school view me as a curriculum leader in the school.
    SA-2 A-5 U-7 D-6 SD-0
14. Cultivating staff friendships and support is critical to success on my job.
    SA-15 A-5 U-0 D-0 SD-0
15. My daily routine functions are rank-ordered as follows, in terms of time spent by me:
    1. Serving as media specialist.
    2. Supervising.
    3. Teaching library skills.
    4. Consulting and advising.
    5. Cataloging and classifying materials.
    6. Ordering and purchasing.
    7. Clerical functions.
    8. Administrative.
    9. Computer functions.

SA-strongly agree; A-agree; U-undecided; D-disagree; SD-strongly disagree

TABLE I

SENIOR HIGH SCHOOL LIBRARIANS' RESPONSES TO QUESTIONNAIRE

13 RESPONSES (87% Response Rate)

1. I see myself as a curriculum leader in my school.
   SA-2 A-4 U-0 D-4 SD-2
2. My building principal sees me as a curriculum leader in my school.
   SA-2 A-3 U-3 D-2 SD-3
3. The teaching staff in my school sees me as a curriculum leader in my school.
   SA-2 A-2 U-4 D-3 SD-2
4. I am seen by professionals (fellow) in my school as the media specialist of the school.
   SA-6 A-7 U-0 D-0 SD-0
5. Teaching library skills is viewed as a high priority of curriculum in my school.
   SA-1 A-5 U-0 D-4 SD-2
6. My role is seen in my school as integral to the effectiveness of the total reading program.
   SA-2 A-2 U-4 D-3 SD-2
7. I serve on at least one curriculum committee. Yes-2 No-10
8. I chair at least one curriculum committee. Yes-0 No-11
9. I am used to reinforcing curriculum leadership in the following content areas:
   Language arts-9 Social studies-8 Science-7 Art-5
   Health-3 Music-3 PE-2 Acad, tal.-2
10. My role is viewed primarily as a clerical one by the school staff.
    SA-2 A-0 U-2 D-3 SD-5
11. The school principal sets the tone as to how professional my role in the school is seen, in terms of my curriculum leadership function.
    SA-1 A-4 U-3 D-1 SD-3
12. The Central Office of the School District regards me as an instructional leader in my school.
    SA-1 A-3 U-2 D-4 SD-2
13. Parents at my school view me as a curriculum leader in the school.
    SA-0 A-1 U-5 D-2 SD-3
14. Cultivating staff friendships and support is critical to success on my job.
    SA-9 A-4 U-0 D-0 SD-0
15. My daily routine functions are rank-ordered as follows, in terms of time spent by me:
    1. Supervising.
    2. Teaching library skills.
    3. Administrative.
    4. Serving as media specialist.
    5. Cataloging and classifying materials.
    6. Ordering and purchasing.
    7. Consulting and advising.
    8. Clerical functions.
    9. Computer functions.

SA-strongly agree; A-agree; U-undecided; D-disagree; SD-strongly diasagree

FOOTNOTES

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